



2014-2015 School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes grades Pre-K-12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools 2014-2015

X Public

Name of Principal: Dr. Donna Hudson

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name: Lincoln Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 79001 Alabama Highway 77, Lincoln, AL 35096

(If address is P.O. Box, also include street address.)

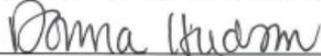
County: Talladega State School Code Number *: 061-0165

Telephone: 256-315-5265 Fax: 256-315-5275

Web site/URL: <http://www.tcboe.org> E-mail: dhudson@tcboe.org

*Private Schools: If the information requested is not applicable, write N/A in the space

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.



_____ Date: January 21, 2015

(Principal's Signature)

Name of Superintendent: Dr. Suzanne Lacey

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)



District Name: Talladega County Schools (Alabama)

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

[Signature]

(Signature)

Date: January 21, 2015

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Alabama State Department of Education

Name of Nominating Authority: Dr. Thomas R. Bice, State Superintendent of Education
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

[Signature]

(Nominating Authority's Signature) Date: 1/27/15

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars and nine Elements. Then, include documentation and concrete examples for work in every Pillar and Element. **See Application**

SUBMISSION

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

ED-GRS APPLICATION FOR SCHOOLS

School Contact Information

School Name: Lincoln Elementary School

Street Address: 79001 Al Hwy 77

City: Lincoln State: AL Zip: 35096

Website: http://les.tcboe.org Facebook page: _____

Principal Name: Donna Hudson

Principal Email Address: dhudson@tcboe.org Phone Number: 256-315-5266

Level: <input type="checkbox"/> Early Learning Center <input checked="" type="checkbox"/> Elementary (PK-5/ 6) <input type="checkbox"/> K-8 <input type="checkbox"/> Middle (6 - 8 or 9) <input type="checkbox"/> High (9 or 10-12)	School Type: <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/ Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input type="checkbox"/> Urban <input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Rural
		District Name <u>Talladega County</u>
		Total Enrolled: <u>843</u>
Does your school serve 40% or more students from disadvantaged households? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	% receiving FRPL <u>65%</u> % limited English proficient <u><1%</u> Other measures _____	Graduation rate: _____ Attendance rate: <u>94%</u>

Summary Narrative

Lincoln Elementary is a rural school in the northeast corner of Talladega County. We are a rapidly growing school serving 843 students in kindergarten through fifth grades. We are a Title One school with 65% of our students receiving free or reduced lunches.

Lincoln Elementary is a student centered school that serves as a model for any school with goals of developing potential leadership and actively engaging all students. In April 2014, LES received the prestigious honor of being named a Lighthouse School by The Franklin Covey Foundation. We were also named a CLAS Banner School by the Council for Leaders in Alabama Schools in February 2014.

Built in 1999, our school received Energy Star Certification in 2009 and continues to be recognized as an Energy Star Certified School. Since that time, we have maintained an Energy Star Score of 95. The new Media Center, constructed in 2012, is equipped with lighting and HVAC occupancy sensors for security and long term energy savings. Also, our school system received a \$15,000.00 grant to equip all of Lincoln Elementary and other schools in our system with occupancy sensed thermostats which will help to continue our decrease in energy consumption.

We are fortunate at Lincoln Elementary School to have Honda Manufacturing of Alabama as a partner. Fifth grade students tour the Honda Plant in Lincoln annually to learn not only about assembly line production of automobiles, but about the environmental stewardship which is a part of the Honda belief. Honda builds more than 340,000 vehicles annually and has a zero environmental impact. Nothing from the Honda plant is ever sent to landfills.

In 2013, LES earned the Gold Award of Distinction in the U.S. Healthy Schools Challenge. Staff and students made vast efforts to promote proper nutrition and physical activity. LES partnered with Samford University and the University of Alabama-Birmingham to implement the Healthy Eating and Active

Lifestyle Program (HEAL) to promote health and fitness at our school. Health and wellness for LES students is also emphasized outside the school day. For the past 4 years, more than 100 students from first through fifth grades stay after school on Wednesday afternoons to be a part of the LES Running Club. The goal for students is to log 25 miles during running club then to participate in the Kids Run at the Mercedes Marathon in Birmingham. The Running Club received a grant of \$1,000.00 from Road Runners of America to purchase bottled water, t-shirts and other supplies needed by the running club. The LES Bear Cub 5-K is a community-wide event that started in 2013. In the 2 years we've held this event, community businesses have donated more than \$15,000.00 in sponsorships. In 2013, we had more than 200 registered participants and in 2014, more than 420 people participated in the 5K and the 1 mile fun run.

Last year, the dream of having an outdoor classroom came to fruition as our beautiful and functional gardens became reality! Children travel stone pathways to work in raised beds where they grow vegetables, fruits and flowers in themed beds such as the Sensory Garden, the George Washington Carver Garden and the Butterfly Garden. Our Outdoor classroom facilitates acquisition of science knowledge, horticulture, and ecology while also promoting learning experiences in reading, writing, data collection, health, and history. Our school has received numerous grants totaling over \$28,000.00 to provide this outdoor active learning environment. These grants were awarded by Lowe's Charitable and Educational Foundation, Coosa Valley Resource Conservation and Development, Legacy Partners in Environmental Education Grant Program and Lincoln Elementary PTA. Other businesses including Lincoln Hardware, Colonial Chevrolet, and Willow Creek Construction partnered with our school to provide resources for our garden. Mr. Doyle Keasal has provided guidance to our teachers in utilizing our gardens to provide the maximum benefit for our students. Lincoln Elementary is in the process of earning the Alabama Outdoor Classroom Certification. This certification will be achieved in Spring 2015.

During the 2012-2013 school year, Lincoln Elementary was selected to partner with the Alabama Math Science Technology Initiative (AMSTI) and the McWane Science Center in Birmingham to pilot "If I Had a Hammer Project". LES was the only school in Alabama chosen to work with Mr. Perry Wilson, founder of the "Hammer Program". Representatives from AMSTI, the State Department of Education and the McWane Science Center came to LES to observe Mr. Wilson as he worked with fifth grade students to help them understand the importance of measurement and other math skills in the context of building a house. Problem solving and teamwork were emphasized as students worked with hardhats, safety glasses, drills and hammers to construct the house.

1. Is your school participating in a local, state or national school program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, or others which asks you to benchmark progress in some fashion in any or all of the Pillars? Yes
2009 - 2014 Energy Star Label School
2. Has your school, staff or student body received any awards for facilities, health or environment? Yes
2013 US Healthier School Challenge Gold Award of Distinction; Legacy Environmental Grant; Road Runners of America Running Club Grant; Soil Conservation Grant; Hammer Project Grant from McWane Science Center; Alliance for A Healthier Generation School, Healthy Eating and Active Lifestyles (HEAL) Partnership with Samford University and University of Alabama Birmingham, A Leader in Me - Lighthouse School

PILLAR ONE: Reduced Environmental Impact and Costs

Energy

1. Can your school demonstrate a reduction in Greenhouse Gas emissions? Yes
Percentage reduction: 24% Over: Feb 2005 - Oct 2014
Initial GHG emissions rate (MT eCO₂/person) .76 MT eCO₂/person
Final GHG emissions rate (MT eCO₂/person): .56 MT eCO₂/person Offsets: N/A
How did you calculate the reduction? Data from Energy Star Portfolio Manager
2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? Yes
If yes, what is your score: 95
If score is above a 75, have you applied for and received ENERGY STAR certification? Yes Year: 2009, 2014
3. Has your school reduced its total non-transportation energy use from an initial baseline? Yes
Current energy usage (kBtu/student/year): .047 kBtu/per student/2013-2014
Current energy usage (kBtu/sq. ft./year): .0042kBtu/92,898 sq ft/2013-2014
Percentage reduction: 33% over: February 2005 - October 2014
How did you document this reduction? Comparing student populations on Energy Star Portfolio
4. What percentage of your school's energy is obtained from: On-site renewable energy generation: 0
Purchased renewable energy: 0
Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: 0
5. In what year was your school originally constructed: 2001
What is the total building area of your school? 92,898 sq feet
6. Has your school constructed or renovated building(s) in the past ten years? Yes
For new building(s): Percentage building area that meets green building standards: 0
Certification and year received: N/A Total constructed area N/A
For renovated building(s): Percentage of the building area that meets green building standards: N/A Certification and year: N/A Total renovated area: N/A

Water and Grounds

7. Can you demonstrate a reduction in your school's total water consumption from an initial baseline? Yes
Average Baseline water use: 1,211 gallons per occupant per year
Current water use: 1,083 gallons per occupant per year Percentage reduction in irrigation water use: 11%
Time period measured: February 2005 - August 2014
How did you document this reduction: Energy CAP Data System
8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? 100%
Types of plants used and location: Native, drought tolerant plants are used in outdoor classroom and in landscaped areas around the school.
9. Describe alternate water sources used for irrigation. (50 word max) At this time, alternate sources are not being used. The addition of rain barrels is in the second phase of our outdoor garden and should be in place in the spring of 2015.

10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (50 word max) Impermeable surfaces at Lincoln Elementary include only necessary driveways, parking lots and sidewalks. Rain barrels should be installed by spring of 2015 to recycle stormwater runoff.
11. Our school's drinking water comes from: (X) Municipal water source
12. Describe how the water source is protected from potential contaminants.
Local water supplier meets federal and state requirements for added chlorine and contaminants.
13. Describe the program you have in place to control lead in drinking water.
We have no lead pipes. The City of Lincoln, our local water authority conducts routine checks for lead.
14. What percentage of the school grounds are devoted to ecologically beneficial uses? (50 word max)
At least 75% of school grounds are ecologically and educationally focused. These include playgrounds, outdoor classrooms, raised bed gardens, bird feeders, butterfly attracting shrubs, and large fields.

Waste

15. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting? Complete all the calculations below to receive points.
 - A. Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected):
3 - 8 cubic yard dumpsters x 8 collections monthly x 75% = 144 cubic yards
 - B. Monthly recycling volume in cubic yards (recycling dumpster size(s) x number of collections per month x percentage full when empties or collected): Recycling efforts at L.E.S. have just begun over the last year.
 - C. Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): Composting efforts have just begun at L.E.S. to create better soil for our raised bed gardens. This is an insignificant amount at this time.
 Recycling Rate = $((B + C) : (A + B + C) \times 100)$: Insignificant at this time.
 Monthly waste generated per person = $(A/\text{number of students and staff})$: .17 cubic yard
16. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free? 100% - Copy paper certified by Sustainable Forestry Initiative
17. List the types and amounts of hazardous waste generated at your school: None
 How is this measured? CDC Hazardous Waste Self-Management Checklist
 How is hazardous waste disposal tracked? Talladega County Director of Operations conducts regular site inspections according to Federal Guidelines.
 Describe other measures taken to reduce solid waste and eliminate hazardous waste. (100 words max) We recycle ink cartridges with The Funding Factory, Aluminum pop tabs with Ronald McDonald House, Tallow with Dixie Tallow and Plastic Containers (from students' lunchables) with Terracycling.
18. Which green cleaning custodial standard is used? None

Alternative Transportation

19. What percentage of your students walk, bike, bus, or carpool (2 + student in the car to/from school)? (Note if your school does not use school buses) 90%
 How is this data calculated? (50 word max) Located in a rural community, we have zero students who walk or bike to school. Every student who lives within the school district has the availability of a school bus. Percentage was calculated from local required documentation of transportation.

20. Has your school implemented?
 designated carpool parking stalls.
 a well-publicized no idling policy that applies to all vehicles (including school buses).
 Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.
 Safe Pedestrian Routes to school or Safe Routes to School
 Describe activities in your safe routes program (50 word max): N/A. Being a rural school located on a major highway, bicycle routes to school are not possible.

21. Describe how your school transportation use is efficient and has reduced its environmental impact (50 word max) The school enforces a No Idle Policy for cars and school buses on school grounds. There are frequent reviews of bus routes, and of the school carline dismissal system for efficiency and safety. School bus routes are updated annually by Talladega County Schools Transportation Department.

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max) There is cooperation between Lincoln Elementary and ALDOT to provide safety to vehicles entering the highway from the school campus. School buses from Lincoln Elementary provide after school transportation to federally funded and private child care facilities for approximately 10% of the school population. Decisions made regarding energy, buildings, water quality, grounds, waste and hazardous waste are designed to keep students safe and meet federal regulations.

PILLAR TWO: Improve the health and wellness of students and staff

Environmental Health

1. Describe your school’s Integrated Pest Management efforts, including IPM/green certifications earned, routine inspections, pest identification, monitoring, record-keeping, etc.: Payne Science completes monthly inspections and provides pest control services. The building is treated when students are not in school.

2. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use: .1% gallon of pesticide is used monthly to treat hallways and around windows in classrooms. .1% gallon is used to treat outside of building around entry ways. The building is kept clean and free of clutter in an effort to reduce the use of pesticides.

3. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.
 Our school prohibits smoking on campus and in public school buses. Board Policy prohibits smoking on school campuses and buses.

 Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. All unnecessary mercury containing devices have been replaced.

 Our school uses fuel burning appliances and has taken steps to protect occupants from

carbon monoxide (CO). CO sensors have been installed. Annual reviews are conducted on appliances to ensure safety.

() Our school does not have any fuel burning combustion appliances.

(x) Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. Radon detectors have been installed. No problems with radon levels have been detected.

(x) Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. Playgrounds are wood free.

4. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure (100 word max). Talladega County School System has a system-wide policy for chemical management. Chemicals are not kept in classrooms and all custodial closets are locked.
5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max) Talladega County School System requires monthly Indoor Air Quality Control checks according to EPA Indoor Air Quality Guidelines. Air filters are changed throughout the school on a regular basis. The school nurse provides education to students and adults regarding asthma triggers in an effort to maintain quality. A No Idle Policy for vehicles is in place on the school campus. Custodians vacuum and dustmop floors to control dust in the building as much as possible.
6. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup mold or removes moldy materials when it is found. (100 word max) The school custodial staff conducts routine inspections for leaks and moisture in the building as a part of the monthly Air Quality Control check. The maintenance department responds quickly to address issues as they are identified.
7. Our school has installed local exhaust systems for major airborne contaminant sources. No. No airborne contaminants have been identified. HVAC systems are monitored monthly. Being located in a rural area, we have the advantage of relatively clean air.
8. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 word max) Talladega County School System provides filters which are routinely changed by the school custodian. HVAC units are maintained by system maintenance personnel who have been properly trained to take care of the units.
9. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards (100 word max) The School has an Internal filter system. Spaces in front of return vents are required to remain open. There are independent HVAC controls in classrooms. Filters are changed on a routine basis by the custodians.
10. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (200 word max) Monthly indoor air quality control checklists are conducted by the Asst. Principal and Custodian and reported to the Central Office. Routine inspection and maintenance is conducted by the school system maintenance department.

Nutrition and Fitness

11. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships. (100 word max)
- (x) Our school participates in the USDA’s HealthierUS School Challenge. Level and year: Gold Award of Distinction 2013
 - () Our school participates in a Farm to School program to use local, fresh food. (x) Our school has an on-site food garden. Students have planted spring and summer gardens in our raised beds.
 - (x) Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. Students harvested vegetables and fruit from our garden to provide dinner to the Lincoln Police Department.
 - (x) Our students spent at least 120 minutes per week over the past year in school supervised physical education. Our students spend at least 150 minutes each week in supervised physical education. In addition to that, most classes have up to 15 minutes of free play supervised by classroom teachers, outdoors weather permitting.
 - (x) At least 50% of our students’ annual physical education takes place outdoors. Students play on a playground structure designed to promote climbing, participate in obstacle course activities, play basketball, soccer, 4 Square, etc. on a multi-purpose court.
 - (x) Health measures are integrated into assessments. Second through fifth grade students take Physical Fitness Assessments. Results are recorded on INOW and reported to the State Department of Education.
 - (x) At least 50% of our students have participated in the EPA’s Sunwise (or equivalent program). Students are taught sun safety awareness by physical education teachers. A sunshade valued at \$10,000.00 was purchased through fundraisers to cover our school playground. Notes are sent home to provide sunscreen and hats to students on Field Day (extended outside activity).(x) Food purchased by our school is certified as “environmentally preferable.” All foods served in the cafeteria are USDA government approved. L.E.S. follows the Healthy Hunger Free Kids Act promoted by Michelle Obama.
12. Describe the type of outdoor education, exercise and recreation available. (100 word max) At L.E.S., our outdoor education includes components such as the fitness course, multi-purpose court, a running area, and multiple playing fields. The fitness course is used by our students to perform step-ups, push-ups, curl-ups and climbing. On the multi-purpose court, students learn to play tennis, badminton, 4 square and basketball. The running area, located around the entire playground is used to improve cardiovascular and endurance health. The multiple playing fields are used for students to play games that require strategy and interaction with classmates such as soccer and kickball.
13. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (100 word max) H.E.A.L. (Healthy Eating and Active Living) is a program in partnership with UAB and Samford University that focuses on health and safety. One component is for students to learn to use heart rate monitors to track their heart rate while performing physical activities. Another component of the H.E.A.L. Program is a monthly calendar that goes home to parents with family fitness and nutrition tips. The L.E.S. Running Club, with 120 student members, meets weekly. Students log their distance in training to run the Bear Cub 5K sponsored by L.E.S. in March each year.

Coordinated School Health, Mental Health, School Climate, and Safety

14. Does your school use a Coordinated School Health approach or health-related initiatives to address overall school health issues (**x**) **Yes** If yes, describe the health-related initiatives or approaches used by the school: The local school nurse and counselor work with a student clean team to be proactive during the cold and flu season to encourage proper hand washing and cleaning of door handles, keyboards and other high touch zones. Hearing, vision, and scoliosis screening are administered each year to various grade levels. The school nurse works with students and parents to provide education on diabetes, asthma and headache.
15. Does your school partner with any postsecondary institutions, businesses, organizations, or community groups to support student health and/or safety?(**x**) **Yes** Jacksonville State University Nursing Program, Lincoln Food Pantry, Lincoln Police Dept., Talladega County DHR, Lincoln Fire and Rescue, Talladega County Sheriff’s Dept. - Red Ribbon Week, Walgreens and local community businesses support the L.E.S. Bear Cub 5K.
16. Does your school have a school nurse and/or school-based health center? (**x**) **Yes**
17. Describe your school’s efforts to support mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.) L.E.S. is a Leader in Me - Lighthouse School which promotes the Seven Habits of Happy Kids, Guidance counselors provide monthly guidance classes and individual sessions related to bullying, peer relations, self-esteem, etc. Fourth and fifth grades have monthly club meetings selected by students to match their interests. We partner with Lincoln High School Ambassadors “Guiding the Future” program. The ambassadors are mentors to students at L.E.S. who need motivational support.

PILLAR THREE: Effective Environmental and Sustainability Education

1. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships..

(**x**) Our school has an environmental or sustainability literacy requirement. (200 word max)
Environmental concepts are integrated into our literacy program through the Making Meaning program. The Making Meaning program is a K-8 reading curriculum which provides students the opportunity to learn about various topics including environmental issues in both nonfiction and fiction read-alouds. Students learn to collaborate, agree and disagree respectfully, and take ownership for their own learning. For example, fifth grade students learn about the process and after-effects of building a reservoir in the book Letting Swift River Go by Jane Yolen. Environmental issues are also featured in the Harcourt Storytown reading program utilized by our K-2 teachers. First grade students learn about how objects grow and change over time in Counting on the Woods, a poem by George Ella Lyon and in Flowers Grow, a nonfiction article explaining what plants need to grow. Teachers use these resources to engage students in a close reading process called for in the Alabama College and Career Ready Standards. We also have a designated area in the library for additional environmental resources including books and video resources such as Wings of Life and the Incredible Journey of the Butterflies.

(**x**) Environmental and sustainability concepts are integrated throughout the curriculum. (200 word max)
The science curriculum in all grade levels is organized into Alabama, Math, Science, and Technology Initiative (AMSTI) science units/kits. All faculty members are AMSTI trained, and are equipped with science kits from the University of Montevallo Regional Inservice Center. Throughout the units, students have hands-on opportunities to learn about and care for our environment, read and write in the content area, to collect and analyze data, to discuss applications of science to our society, and to take on special projects. Kindergarten students investigate different kinds of trees, make observations about changes that come with different seasons, and help plant and care for a tree. First grade students care for plants to

learn what they need to grow and develop. They observe and describe changes that occur as plants grow, and organize and communicate observations through drawing and writing. Third grade students discover that one seed produces one plant, and that one plant can produce many seeds. Fourth grade students explore the relationship between an animal and its habitat, and ways animal behaviorist study animals. Students establish and maintain habitats for frogs, crabs, and millipedes. They collect data, identify behavior patterns, and compare and contrast the three animals.

(x) Environmental and sustainability concepts are integrated into assessments. (200 word max) The AMSTI science units integrate environmental and sustainability concepts into assessments. They are embedded throughout the science investigation units to provide diagnostic information to the teacher. The teacher uses this information formatively to make decisions about instruction for individual students and for the class. Teachers employ performance based assessments including checklist and/or rubrics to assess students' abilities as their students perform experiments, record observations, and/or make oral presentations. Teachers also employ traditional written examination assessments with our older students that include fill-in-the-blank, multiple choice, and open-ended response type items. Both type assessments monitor students' scientific-reasoning skills as well as their understanding of science concepts. Such assessments emphasize what students know and can do. They offer opportunities for all students to demonstrate their strengths. Over the past several years, the Alabama Science Assessment (ASA) has been administered to all fifth grade students in the spring of each school year. The ASA assesses acquisition of state content standards including concepts related to environmental and sustainability. As we transition to the ACT ASPIRE end of year assessment, we anticipate a science component for third, fourth, and fifth grade students.

(x) Students evidence high levels of proficiency in these assessments. (100 word max) A majority of our students demonstrate high levels of proficiency on both performance-based and written examination assessments. In addition, ASA results indicate a steady increase in students scoring in the "meeting standards" and "exceeding standards" categories as follows--83% of our students met or exceeded standards at the end of 2012, 87% at the end of 2013, and 93% at the end of 2014.

(x) Professional development in environmental and sustainability education are provided to all teachers. (200 word max) Lincoln Elementary School faculty received professional development opportunities in environmental and sustainability education. LES has been involved in extensive and ongoing training by the Alabama Math, Science, and Technology Initiative (AMSTI) since 2006. AMSTI math and science specialists support teachers in providing inquiry opportunities for students through investigations and units of study. For example, fifth grade teachers partnered with the AMSTI science specialist to help students develop a deeper understanding of ways in which light rays are bent by concave and convex lenses during a "Lights and Lenses" investigation lesson. AWF Environmental Educator-Extension Specialist, Doyle Keasal, provided professional development and resources integrating the outdoor classroom into lessons and themes in August 2014. Mr. Keasal also provided The Growing Up Wild curriculum and training in November 2014. Eight teacher representatives participated in the Outdoor Classroom Expo, a two-day training with various sessions. Sessions included Connecting Project-Based Learning (PBL) to the Outdoor Classroom, Integrating Technology and the Outdoor Classroom, and Everything You Want to Know About Bluebirds to name a few. Each grade level representative shared this information with their grade level team members. Additional teacher and student curriculum materials have been provided by Luci Davis, the State Junior Master Gardener Coordinator.

2. For schools serving grades 9 - 12. (N/A)

3. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? (200 word max) Outdoor classrooms provide multiple and varied learning experiences for all students. Planting, growing, harvesting, and eating their own vegetables has raised student awareness of where food comes from and developed a deeper understanding of the plant life cycle. Vegetables and herbs harvested in the fall were utilized by students to prepare meals for local policemen. In 2014-2015, all students will use the 21st Century skills of communication, collaboration, critical thinking, and creativity to engage in project-based learning units related to outdoor classrooms. Kindergarten students explore the life cycle and needs of butterflies in order to expand the butterfly garden. First grade students study survival traits of living things and create bluebird habitats. Second grade students learn about health and nutrition as they plan for a Healthy Food Fair. Older students learn about indigenous creatures, and how they fit into the environment through the Skins and Skulls unit provided by Kim Goode, 4H Foundation Agent II. These hands-on, standards-based, learning opportunities provide a solid foundation of scientific knowledge and experiences upon which student understanding is built. Through outdoor classrooms and project-based learning experiences students have opportunities to apply both the math and science knowledge and skills into relevant, real-world learning experiences.

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200 word max) Lincoln Elementary uses sustainability and the environment as a context for learning green technologies and career pathways by immersing students in AMSTI science curriculum, project-based learning experiences, school-wide recycling efforts, and leadership job responsibilities. The SGA student representatives take the lead in recycling “Box Tops” for cash to maintain school grounds, which are also maintained through the Landscape and Clean Team student leadership jobs. Students are involved in recycling Pop Tabs for Ronald McDonald House. Recycling bins for lunch plastics and cardboard packaging are located in the lunchroom for student use. Kindergarten students recycle milk cartons to create gingerbread houses. Fifth grade students recycle 2 liter bottles for ecosystem columns during their Ecosystem AMSTI unit. Students act as environmental researchers, planners, and/or consultants through many of their PBL experiences. For example, second grade students learned how to influence their community to get more involved with recycling during their Think Outside the Trash PBL. Community members in attendance were provided flyers to share with the public. Additional PBL topics related to the 3 R’s include Trash to Treasure and Creating an Animal Shelter. These experiences provide a deep understanding of how eliminating waste and repurposing items is good for the environment.

5. Describe students’ civic/community engagement projects integrating environment and sustainability topics. (200 word max) Third grade students participated in an Innovation Day PBL project. The driving question was “How can I as an innovator make a difference to the world?” Students designed a new product using materials they had recycled. One team created a solar powered beach fan. First grade students were also involved in learning about how reusing things is good for the environment. They explored the natural and human made materials that could be used to create an animal shelter. Both PBL projects were presented to parents and other community stakeholders at the Talladega County Technology Showcase. Students participating in the local Boy Scouts of America organization assist with weeding the school court yard and flower beds.

6. Describe students’ meaningful outdoor learning experiences at every grade level. (200 word max) All grade levels utilize the outdoor classroom (OC) for varied learning experiences. The OC design provides one raised bed garden for each grade level and one for students with exceptionalities. Each OC grade level teacher-representative works to coordinate and implement lessons and projects related to the outdoor classroom in their grade level. For example, initially kindergarten students learned about plants and their five senses utilizing a Sensory Garden theme with help from the Junior Master Gardener club.

In spring 2015, kindergarten students will study living things specifically butterflies, comparing size, shape, structure, and basic needs. They will also research and plant the host plants that attract diverse species of butterflies in an effort to expand the butterfly garden in the OC. First grade students will create a bluebird habitat and make observations via a webcam and the Internet. Second and third grade students are currently involved in recycling food waste from the cafeteria into nutrient-rich fertilizer for our raised bed gardens. Fourth grade students are creating a cardinal directions learning station using QR codes. This learning station correlates with their course of study standard, “describe geological features of Earth...” and will help students discover more about places in Alabama.

7. Describe how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills. (200 word max) Lincoln Elementary utilizes outdoor learning to teach an array of subjects in context, engage the broader community, and develop civic skills. Fifth grade students were empowered to bring about change in their own community as they participated in a service learning project. Students acted as political activists and community park designers compelling city officials to make improvements on Mosley Park, a local park in Lincoln, Alabama. The driving question for this project was, “How can I as a fifth grade student convince city officials to choose my project idea to improve the park?” Each team worked collaboratively to create a model of the park to scale using resources like an aerial shot. They were given information about low-lying areas so as to avoid locating certain activities in areas that would likely flood. Students learned how to identify a problem as well as how to work with government and civic groups in formulating and implementing solutions. Students became active participants in the democratic process preparing for adult civic responsibility. The Parks and Recreation department recently received a LWCF grant which will allow the students’ vision of improving the park to become a reality.
8. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200 words) Lincoln Elementary has numerous partnerships that help us achieve in the 3 Pillars. Our partnerships with Coosa Valley Resource Conservation and Development Council, Legacy Inc. Partners in Environmental Education, Lowe’s Toolbox for Education, and L.E.S. Student Government Association provided funds to establish our outdoor classroom. Support for our Outdoor Classroom has also been provided by Alabama Cooperative Extension System, Alabama Wildlife Federation, and Alabama Department of Conservation and Natural Resources. Their support allowed Environmental Educator, Doyle Keasal, to provide consultation to the outdoor classroom committee and professional development for all teachers on how to utilize outdoor classrooms for hands-on learning experiences. The gardens are maintained by students in the 4-H and Junior Master Gardeners Club’s after-school and summer enrichment programs as well as through community partnerships. Parents and community members donated plants and tools during our Garden Celebration event at the local hardware store. Lincoln High School students are also involved in the maintenance of the outdoor classroom. AMSTI specialists from the University of Montevallo and Kim Goode, 4-H Foundation Agent II with A & M and Auburn Universities 4-H and Youth Development program work with teachers at LES to provide powerful learning experiences for students in math and science.
9. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships. (Maximum 200 words) AMSTI second grade Soils unit has expanded into a school vermicomposting project. During this unit, students recognize that composting is an effective way to recycle organic materials. The compost is recycled to fertilize the raised bed gardens in the outdoor classroom. Guest speaker, “Auntie Litter,” educated students on how to conserve natural resources, eliminate litter, and practice the three environmental Rs: Reuse, Reduce, and Recycle. Third grade teacher, Shannon Hill, was awarded the Mickelson Exxon

Mobil Award. This award allowed her to attend the Mickelson Exxon Mobil Teachers Academy during the summer of 2014. Mrs. Hill gained a deeper understanding of STEM lessons and is also building teacher capacity within her grade level team as she shares inquiry and problem solving lessons related to mathematics and science. Third grade teachers, Mrs. Hill and Ms. Brown, have been selected to participate in the Celebrate Science program at McWane Science Center. Student teams are designing a prototype of a science/STEM exhibit. They will enter it in a competition in May. Through the Alabama PALS (People Against a Littered State) and the Adopt a Mile programs, our teachers and students demonstrate an intense commitment to keeping the school campus and its roadways clean

- 10. Submit 5 photos (with appropriate permissions) or up to 5 minutes of video content.









Partners, PD, & Projects

